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ABSTRACT

This booklet provides information and direction to community college personnel who wish to offer adult high school diploma programs. The various elements needed for the operation and maintenance of an adult high school diploma program in Oregon are presented here, in two parts. Part I lists elements that are essential in any plan submitted to the State Department of Education and is organized into four sections: filing a plan for an adult high school diploma program, curriculum, student services, and program administration. Part II is advisory in nature, providing a basis for preapring planned course statements for high school completion classes and including areas of competence and indicators of competence for every area addressed in the state's high school graduation requirements. These areas of competence go beyond current state minimums, incorporating earlier life role categories such as "citizen in the environment," was well as new areas such as global studies, foreign language, and applied arts. The state legislation that mandates the adult program is included in the appendix to the guide. (KC)

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Adult High School Diploma Program Manual

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ADULT HIGH SCHOOL DIPLOMA

PROGRAM MANUAL

1983

Oregon Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310-0290

Verne A. Duncan
State Superintendent of Public Instruction

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FOREWORD

The Adult High School Diploma program awards diplomas to adults and youth who are exempted from compulsory attendance requirements, based on the completion of course work and/or the evaluation of skills acquired in life. The program is designed to adhere to statewide requirements for high school graduation, as adopted by the State Board of Education in 1980, and Adult High School Diploma plan requirements adopted by the State Board of Education in 1983. In order to earn a diploma, students need to satisfy both state-level and local program requirements in the area of units of credit and certification of competence. The intent of the diploma is to give recognition to the needs, interests, responsibilities, life experiences and differing learning styles of this particular population.

For further information contact the State Director for Adult Basic Education, Oregon Department of Education.

Verne A. Duncan
State Superintendent
of Public Instruction

ACKNOWLEDGMENTS

The Oregon Adult High School Diploma (AHSD) Task Force has spent considerable time and effort over the past three years developing guidelines, revising curriculum and drafting new rules for the program. Special thanks go to Twyla Long, Assistant Project Coordinator, Lane Community College, whose contributions of time and talent were critical to the success of this effort.

The development of this manual represents a high level of cooperation among representatives of local AHSD programs and Department of Education staff. Bob Clausen, State Adult Basic Education Director, invited local ABE administrators to identify committee members to serve with the project. Local directors established an AHSD Curriculum Committee composed of:

Laurel Bible, Linn-Benton Community College
Betty Brace, Mount Hood Community College
Steve Flannery, Medford Learning Center
Dennis Jacobson, Lane Community College
Nancy Littel, Clatsop Community College
Susan Murray & Colleen Owings, Chemeketa Community College

The directors also established a Program Management Committee composed of:

Dick Earl, Lane Community College
Richard Gates, Umpqua Community College
Dale Haynes, Treasure Valley Community College

These committees provided the ideas and expertise necessary to insure that the material developed would be useful on a statewide basis.

The 1978 Oregon Competency-Based Adult High School Diploma Management Manual served as a base from which the current manual was developed. In addition AHSD representatives from each community college program in the state reviewed the preliminary draft materials frequently during the process of development.

Department of Education Basic Education staff, and Policy and Program Development staff, reviewed and helped refine the materials. The materials were also evaluated by the Department's Standards Implementation Steering Committee.

Grateful appreciation is extended to all who participated in the cooperative development of this publication.

Dave Curry
Adult High School Diploma Manual
Project Coordinator

INTRODUCTION

This publication provides information and direction to community college personnel wishing to offer adult high school diploma programs. It replaces Oregon Competency Based Adult High School Diploma Management Manual - 1978, published by the Oregon Department of Education.

In order to offer an adult high school diploma program, OAR 581-42-005(5)* requires that the community college file a plan with the Department of Education:

> Community colleges are authorized to award Adult High School Diplomas to persons exempt from compulsory school attendance who meet the graduation requirements of the State Standards for Public Schools. Adult High School Diploma instructional plans are to be filed with the Oregon Department of Education, Community College Division. The filing process shall be complete when the plan has been approved by the Associate Superintendent for the Community College Division, on behalf of the State Superintendent of Public Instruction . . . .

The various elements needed for the operation and maintenance of an adult high school diploma program in the State of Oregon are presented here, in two parts. Part I lists elements which are essential in any plan submitted to the Department of Education and is organized into four sections: filing a plan for an adult high school diploma program, curriculum, student services, and program administration. Part II is advisory in nature, with suggested planned course statements, including areas of competence and indicators of competence, for every area addressed in the state's high school graduation requirements. It should be noted that these areas of competence go beyond current state minimums, incorporating such earlier life role categories as "citizen in the environment," as well as such new areas as global studies, foreign language, and applied arts.

Generally, the publication serves four purposes:

- It provides the directions needed for filing an adult high school diploma plan with the Department of Education.
- It provides a base of common agreement for the required areas of competence called for in the state standards. These requirements may be completed by students in conjunction with college-level classes which serve in lieu of high school classes. For some students, credit for the adult diploma is earned at the same time as a transcript of college credit is being started.
- It provides a basis for preparing planned course statements for high school completion classes, through which some students earn credit and certify competence.
- For those who earn diplomas through assessment of life experience, the full list of areas of competence and performance indicators forms the basis for their work.

*OAR 581-42-005 is presented in entirety in the Appendix.

Often, in practice, both local programs and students blend the last three purposes.

The content of this publication was developed by a representative group of administrators and teachers from around the state who are involved in the adult high school diploma program. It has been reviewed by Department specialists, and represents the consensus thinking of local personnel and the Department.

PART I - REQUIRED PLAN ELEMENTS

I. FILING A PLAN FOR AN ADULT HIGH SCHOOL DIPLOMA PROGRAM

OAR 581-42-005(5)(a) provides that:

> (a) **Filing a Plan** Adult High School Diploma instructional plans are to be filed with the Oregon Department of Education, Community College Division. The filing process shall be complete when the plan has been approved by the Associate Superintendent for the Community College Division, on behalf of the State Superintendent of Public Instruction:
> (A) Each plan shall be organized around and address every section of the plan requirements as outlined in this rule; and
> (B) The Associate shall have the option of scheduling on-site visits to adult diploma programs as part of the plan approval process.

Plans should be regarded as active and changing and, to a certain extent, subject to continuous revision. A plan filed with the Department depicts the program at the time of filing and, as such, change should be expected as part of program development.

It is not necessary that formal plans be prepared in the form of complete handbooks. Often, this approach requires more time on the part of the staff than is justified; too, by the time such plans are printed their value often is more historical in content than current. Local program administrators are encouraged to submit "open file" or "loose leaf notebook" style reports. This format allows for various types of documentation, most of which can be found in college catalogs, student handbooks, program guides, college policies, local adult high school handbooks or forms. In some cases, letters of assurance from community college presidents, or their boards are included. By preparing material in an "open file" manner, ease of access in terms of updating information and general usefulness is enhanced. Each plan, however, must be organized around and address every section of plan requirements as outlined in OAR 581-42-005(5) and described in Part I of this manual. This should be done in a manner that would facilitate Department review or public examination.

II. CURRICULUM

OAR 581-42-005(5)(b) provides:

> (b) **The Adult High School Curriculum** The plan shall include:
> (A) A description of the scope of the program; i.e., applicable courses, avenues of alternative learning and types of life experience available to meet Adult High School Diploma requirements for graduation;
> (B) A list of credits required to earn a diploma, with a minimum of twenty-one units of credit as stipulated in OAR 581-22-316(1)(a);

Graduation Requirements, OAR 581-22-316(1)(a):

(a) Each student shall earn a minimum of 21 units of credit to include at least:

(A) Language Arts—3 (shall include the equivalent of 1 unit in Written Composition)
(B) Mathematics—1
(C) Science—1
(D) U.S. History—1
(E) Global Studies—1
(F) Government—1/2
(G) Health Education—1
(H) Physical Education—1
(I) Career Development—1/2
(J) Personal Finance and Economics—1
(K) Applied Arts, Fine Arts or Foreign Language—1 (one unit shall be earned in any one or a combination).

Elective opportunities available to students also will be listed in the plan as shown in the rule below.

(C) Elective opportunities. The number of electives (as well as the total number of credits beyond the minimum in the required areas) is determined by district board action, as governed by OAR 581-22-316(1)(c), and evidence of this board action must be filed with the plan;

Graduation Requirements, OAR 581-22-316(1)(c):

(c) A district school board may increase the number of units required in specific areas, and may increase or decrease the number of elective units; however, the total units of credit required for graduation shall not be less than 21.

The plan will also include:

(D) Statements describing equivalent work without regard to the 130 clock hour requirements shown in OAR 581-22-102(29). Since adults are exempted from seat time requirements, credit shall be awarded based on knowledge, skill and life experience which are considered equivalent generally to those experiences provided through a regular secondary school program. Procedures for determining "equivalency" shall be the responsibility of the community college board;

Each plan shall contain:

> (E) A general planned course statement for each required area, for elective areas, and for courses designed specifically for high school level subjects. However, individual planned course statements are not required for every applicable community college course and alternative experience;

Adult diploma students should be offered the opportunity to demonstrate achievement of credits and competence through a wide variety of activities. These may include enrollment in college level courses, pursuing individualized study or testing programs, taking courses designed exclusively for high school completion, independent study, and documentation of life experiences. General planned course statements listing course content are essential; however, preparing individual planned course statements for every applicable community college course, as well as specific statements for each alternative experience, would prove unworkable and unnecessary. Planned course statements will include: "course of study" title, an overview, goals and, when appropriate, indicators of competence. These plans serve as a basis for determining the applicability of community college courses and alternative learning experiences. Courses designed specifically for high school level subjects will have individual planned course statements filed with the plan.

The plan must contain a:

> (F) Reference to any Adult High School Diploma courses which have received special approval from the Department of Education;

Community college courses which are designed exclusively for adult high school competence development and assessment of life experience are numbered in keeping with the Catalog of Other Reimbursable Courses, developed by the Office of Community College Services and published by the Department of Education. Local programs apply for approval of "other education" courses according to established procedures. Many catalog numbers for "other" as well as "adult education" courses will continue to be employed in the adult diploma program. Plans will make reference to any diploma courses which have received special approval.

The plan shall include:

(G) A list, adopted by the local board, of skills to be mastered and the performance indicators used to demonstrate competence, as required for the areas listed in OAR 581-22-316(2).

OAR 581-22-316(2) provides:

Graduation Requirements, OAR 581-22-316(2):

(2) Competence Requirements

(a) Each student shall demonstrate competence in:

(A) Reading
(B) Writing
(C) Mathematics
(D) Speaking
(E) Listening
(F) Reasoning.

(b) Student competence:

(A) Shall be verified by measurement of student knowledge and skills or measurement of student ability to apply that knowledge and skill;

(B) May be verified through alternative means to meet individualized needs; however, the school district's standard of performance must not be reduced; and

(C) When verified in courses, shall be described in planned course statements; challenge tests and/or other appropriate procedures for verification of competence assigned to courses must also be available.

(c) In developing curriculum and criteria for verification, school districts should be guided by levels of performance required in life roles.

(d) Competence in reading, writing, mathematics, speaking, listening and reasoning shall be recorded on students' high school transcripts. Competence, when verified prior to grade 9, shall be recorded on high school transcripts.

OAR 581-452-005(5)(b)(G) also provides that . . . .

> Programs relying on demonstrated competence in life-skill areas as integral toward meeting both credit and competence requirements shall identify and include all such areas of competence, and clearly describe the measures used to demonstrate the attainment of that competence.

III. STUDENT SERVICES

(c) The plan shall describe:
- (A) The provisions made for student orientation, including services offered, procedures, and materials employed;
- (B) Student admission requirements, including:
  - (i) Age requirements,
  - (ii) Compulsory attendance release requirements,
  - (iii) Regulations for both residents and nonresidents,
  - (iv) Requirements, if any, concerning the maximum number of credits and areas of competence which can be transferred into the program, and
  - (v) Any additional admission requirements at the local level;
- (C) Student advisory services, including:
  - (i) Orientation of new students,
  - (ii) Student program planning documents,
  - (iii) Monitoring student progress, and
  - (iv) Assisting students with academic, career and personal planning; and
- (D) Student assessment practices and procedures, including:
  - (i) Determining student entry-level placement,
  - (ii) Evaluation and recommendation of credit awards (i.e., transcripts, life experience, competence), and
  - (iii) Providing assessment information as necessary for inclusion in student records and/or portfolios.

IV. ADMINISTRATIVE SERVICES

(d) The plan shall describe:

(A) Services and procedures in the area of program administration, including information on:

(i) Program planning, implementation and evaluation,

(ii) Internal and external program coordination,

(iii) Procedures for providing public information,

(iv) Inservice for all personnel involved in the adult diploma program, and

(v) Budgeting procedures.

(B) The procedures used in certification of student achievement and awarding of credentials. When establishing these procedures, the curricular content of the secondary school programs in the community college's district shall be considered;

(C) Educational program management functions. Services and procedures are to be listed in the areas of:

(i) Curriculum design, and

(ii) Instructional program; and

(D) Procedures and services, as well as the forms utilized for student records. Areas to be described include:

(i) The establishment, maintenance and security of students records,

(ii) Enrollment and attendance data, and

(iii) Transcript and portfolio information.

PART II - COMPETENCE REQUIREMENTS

The competence requirements and planned course statements listed in Part II are recommended for consideration by local programs. Final decisions regarding actual adoptions are done by local community college boards within the framework of state requirements.

Common Core Competence Requirements in the areas of reading, writing, mathematics, speaking, listening and reasoning have been identified and approved by local programs as a nucleus of skill areas in which competence must be demonstrated by adult diploma students. These recommended requirements have been reviewed by Department of Education subject matter specialists and a statewide committee of Adult High School Diploma Program instructors and administrators. The areas of competence and indicators are arranged under state credit requirement titles ("mathematics," "physical education," etc.) to allow community colleges the option of determining competence attainment as part of life experience crediting, or as part of established courses. Also included are areas of competence "beyond" the common core for programs wishing to design entirely competency-based life experience programs. Common core areas of competence are designated by letter and number, such as "(f4) 309." Required* performance indicators are identified by an asterisk (*).

Mandatory competence requirements are those six areas stipulated in OAR 581-22-316(2); they are regarded as a common foundation from which course work can be developed. A broader range of competence requirements is recommended for life experience-based programs. Combinations of these various approaches may be utilized and approaches may vary according to student need.

*"Required" in this context means that if a local program wishes to adopt these materials, the asterisked items should be considered as required.

COMMON CORE COMPETENCIES

PERFORMANCE REQUIREMENTS FOR PROGRAM COMPLETION

a. READ, WRITE, SPEAK, LISTEN

1. Be able to read material from daily life comparable in difficulty to a local newspaper.
2. Be able to apply the active listening process.
3. Be able to interpret information received from daily life visual communication.
4. Be able to write in a manner that is correct and appropriate in a variety of life situations.
5. Be able to speak in a manner that is appropriate in life situations.

b. REASON

1. Apply a decision-making process to problems related to life experiences.
2. Be able to select and analyze a conflict situation and apply a decision-making process to it.
3. Understand how the consumer's decision to buy may be affected by direct and indirect forces.

c. MATHEMATICS

1. Be able to use whole numbers, fractions, decimals, and percentages to solve life problems.
2. Be able to apply English and metric measuring skills to life situations.

d. USE BASIC SCIENTIFIC AND TECHNOLOGICAL PROCESSES

1. Be able to analyze the impact of energy sources on personal life.
2. Be able to explain principles of selected simple machines.
3. Be able to interpret the effects of selected technological change on the individual.
4. Be able to explain the effects of industrialization in American history.

e. DEVELOP AND MAINTAIN A HEALTHY MIND AND BODY

1. Be able to identify personal values and goals.
2. Be able to identify personal emotional and physical needs.
3. Be able to evaluate the benefits of regular physical activity.
4. Participate in a physical fitness program or maintain a plan of physical fitness.
5. Be able to explain how mental and physical health are related.
6. Know basic safety measures.
7. Know the effects of various child-rearing practices.
8. Know first-aid practices.
9. Understand the interrelationship of nutrition and good health.
10. Be able to explain the effect of various common drugs (both over the counter and prescribed) on the human body.
11. Know the relationship between good health and regular health checkups.

f. BE AN INFORMED CITIZEN IN THE COMMUNITY, STATE AND NATION

1. Identify and describe emergency services and facilities in the community.
2. Identify basic legal rights and responsibilities.
3. Identify basic citizenship rights and responsibilities.
4. Understand the effect of an American historical event on society today.
5. Understand the recurring pattern of expansion and growth that have come to characterize the "American Spirit."
6. Understand the various processes of development of forms of government.
7. Be able to identify causes and effects of the United States entering into a war.
8. Understand the basic structure and function of national, state, and local government.

g. BE AN INFORMED CITIZEN IN INTERACTION WITH THE ENVIRONMENT

1. Be able to define and interpret responsibility in the use, conservation, and preservation of natural resources.
2. Be able to analyze the effects of population growth upon the environment.
3. Be able to interpret the impact of the physical environment on feelings and behavior.

h. BE AN INFORMED CITIZEN ON STREETS AND HIGHWAYS

1. Use a travel-related map.
2. Identify responsible conduct on public roads.

i. BE AN INFORMED CONSUMER OF GOODS AND SERVICES

1. Be able to identify, compare, and contrast services (including consumer credit) provided by banks, credit unions, and other credit sources.
2. Understand types of insurance for individual and family needs.
3. Be able to plan a realistic budget based on income and needs.
4. Be able to define and understand payroll deductions and terminology.
5. Be able to file a consumer complaint regarding goods and/or services.
6. Know the impact of basic economic systems on the individual.

j. FUNCTION WITHIN A CAREER OR CONTINUE EDUCATION LEADING TO A CAREER

1. Be able to identify personal career interests and skills.
2. Be able to locate information about personal career choices available in the community.
3. Compare various careers within a field.
4. Be able to apply decision-making skills in job selection.
5. Be able to prepare material for a job application and plan for an interview.
6. Know employee/employer expectations.
7. Understand conditions which affect career adjustments and/or changes throughout a lifetime.

k. BE AN INFORMED CITIZEN OF THE INTERNATIONAL COMMUNITY

1. Know how to use maps and globes.
2. Understand various world religions and their effect on culture.
3. Understand cultural differences.
4. Know basic differences in political practices.
5. Understand what "third world" means.

l.* PARTICIPATE IN OR APPRECIATE ARTISTIC ENDEAVORS

1. Be able to participate in fine arts.
   OR
2. Be able to appreciate visual arts.
3. Be able to appreciate music.
4. Be able to appreciate theatre.

m.* ACQUIRE SKILLS IN A PARTICULAR CRAFT, ON A LEVEL OF PROFICIENCY CONSIDERED MARKETABLE

1. Be able to design and fabricate an object that would demonstrate a marketable level of craftsmanship.
   OR
2. Demonstrate a practical skill which is marketable.

n.* COMMUNICATE IN A LANGUAGE OTHER THAN ENGLISH

In a language other than English:

1. Be able to apply the active listening process.
2. Be able to speak in a manner that is correct and appropriate in life situations.
   OR
3. Be able to read material in daily life comparable in difficulty to a local newspaper.
4. Be able to write in a manner that is correct and appropriate in a variety of situations.

*The student must satisfy one of these requirements.

INDEX RELATING COMMON CORE REQUIREMENTS TO SUBJECT AREA COMPETENCE NUMBERS

Common Core	Subject Area Competence Number
a. 1	104
2	101
3	108
4	109
5	102
b. 1	805
2	403
3	806
c. 1	201
2	202
d. 1	501
2	502
3	503
4	30[illegible]
e. 1	612
2	611
3	702
4	701
5	601
6	604
7	606
8	607
9	602
10	608
11	609
f. 1	605
2	407
3	401
4	306
5	301
6	303
7	304
8	402
g. 1	504
2	505
3	610
h. 1	1001
2	401

Common Core	Subject Area Competence Number
i. 1	802
2	807
3	805
4	803
5	808
6	801
j. 1	901
2	902
3	903
4	904
5	905
7	907
k. 1	1001
2	1003
3	1004
4	1005
5	1006
l. 1	1101
2	1102
3	1103
4	1104
m. 1	1105
2	1106
n. 1	1107
2	1108
3	1109
4	1110

LANGUAGE ARTS/ENGLISH

PLANNED COURSE STATEMENT

Department Adult High School Program Area(s) of Study Language Arts/English

Course Title Language Arts/English

Course Number Area of Competence Series 100

Length of Course Variable No. of Credits up to 3 Grade Level(s) 9-12

Prerequisite(s) none Credit by Exam Available? Yes X No ____

Check one:	Alternative Learning Opportunities (check one or more):
X Required	___ Does not Apply
___ Selective	X Independent Study
___ Elective	X Off-campus Experience
	X Other

Course Overview: The course includes all language arts disciplines that contribute to the communication skills of reading, writing, speaking and listening.

Course Goals: The adult learner will be able to communicate effectively in situations requiring reading, writing, speaking, and listening.

Common Core Competence Requirements which may be verified in this course:
a1, a2, a3, a4, a5

Indicators of Competence: all starred (*) indicators.

Learning Activities: all performance indicators for areas of competence numbers 101 through 110.

LANGUAGE ARTS/ENGLISH

AREAS OF COMPETENCE	INDICATORS OF COMPETENCE
The adult learner will:	
(a2) 101 Be able to apply the active listening process.	* 1. Listen to a set of simple directions and perform the steps in order.
	* 2. Do one of the following: a. Listen to a short (no longer than 2-minute) selection and recall the sequence of events, paraphrase the main point, and summarize the content, or answer questions about the selection. b. Take a telephone message and write a note including the important details.
(a5) 102 Be able to speak in a manner that is appropriate in life situations.	* 1. In an oral presentation, outline in chronological order the steps necessary to complete a simple task.
	* 2. Complete one of the following: a. Simulate a telephone conversation using two of the following situations: 1) make an appointment. 2) report a fire in your home. 3) summon medical help for a neighbor who has collapsed. 4) place an order. 5) call employer to explain absence from work. b. Make a telephone call contacting a business about a consumer complaint, or simulate a previous telephone conversation made regarding a consumer complaint.

*Required indicators

LANGUAGE ARTS/ENGLISH

AREAS OF COMPETENCE The adult learner will:		INDICATORS OF COMPETENCE
		* 3. Complete one of the following: a. Plan and participate in a simulated job interview. b. Present documentation of a recent interview where you accomplished your goal (e.g., got a job, appealed a traffic violation, got a promotion).
103	Be able to orally communicate information on a given subject to an audience considering appropriate volume, enunciation, pitch and inflection	1. Summarize information from sources such as books, interviews and audiovisuals. 2. Present a personal experience. 3. Express in an assertive manner your opinion about a controversial issue. 4. Compare alternative solutions to a problem (e.g., advantages and disadvantages of getting a job through public or private employment agencies or by personally contacting employers). 5. Demonstrate an appropriate verbal response to a simulated high-pressure sales situation.
(a1) 104	Be able to read material from daily life comparable in difficulty to a local newspaper.	* 1. Read a short passage (e.g., newspaper article). In your own words, list the important facts brought out in the passage. Include the following information, when appropriate: a. Who b. When c. Where d. How e. What

*Required indicators

LANGUAGE ARTS/ENGLISH

	AREAS OF COMPETENCE The adult learner will:	INDICATORS OF COMPETENCE
		* 2. Complete one of the following: a. Read a set of directions and follow them (e.g., recipes, patterns, directions for assembly). b. Bring in the directions and the object made. Discuss the process.
		* 3. Read a 500-1,000 word selection and summarize (e.g., magazine article or editorial).
		4. Read a tenant/landlord contract agreement, and identify three rights and responsibilities of either the landlord or tenant.
105	Be able to read critically.	1. Read a given selection and determine which part of the content may be fact and which part may be opinion.
		2. Read a given selection and indicate whether you agree or disagree with the author's purpose or point of view. Support your opinion.
106	Be able to find and use information in reference materials.	1. Secure a library card and keep a record of books checked out and read during a 3-month period.
		2. Complete one of the following: a. Show evidence of use of three of the following reference materials: 1) dictionary 2) card catalogue 3) reader's guide to periodical literature 4) reserve reference 5) encyclopedia

*Required indicators

LANGUAGE ARTS/ENGLISH

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE
The adult learner will:		b. Bring evidence of research you have done using a library (e.g., previous research paper, genealogy study, consumer travel, legal research and planning).
107	Be able to recognize and understand a work of literature.	1. Select an excerpt from an established classic or recognized contemporary work of literature and: a. Read to identify any three of the following: 1) theme 2) style 3) character 4) setting 5) plot 6) figures of speech 7) subject b. Write about or discuss three listed in item "a" above.
(a3) 108	Be able to interpret information received from daily life visual communication.	* 1. Given a visual example (e.g., comic strip, political cartoon, videotape) describe the message communicated through symbolism or nonverbal means such as gestures, body language, facial expression, etc. * 2. View a work of art of natural scene and describe the mood communicated.

For each of the following performance requirements, you must employ correct usage, punctuation and spelling. You may use a dictionary. Ninety percent accuracy is suggested.

(a4) 109	Be able to write in a manner that is correct and appropriate in a variety of life situations.	1. Write a note to one of the following: a. A co-worker to arrange a meeting.

*Required indicators

LANGUAGE ARTS/ENGLISH

AREAS OF COMPETENCE	INDICATORS OF COMPETENCE
The adult learner will:	b. A friend or relative to explain a problem, or to issue an invitation. c. Explaining an absence from school. * 2. Write one of the following: a. A business letter of at least three paragraphs applying for a job or requesting information. b. A personal letter of at least three paragraphs with an introduction, a body, and a closure. c. A description of a personal experience including: 1) title 2) introduction 3) body of supporting information 4) summary/conclusion 3. Present notes taken from printed and/or oral materials.

*Required indicator

MATHEMATICS

PLANNED COURSE STATEMENT

Department Adult High School Program Area(s) of Study Mathematics

Course Title Mathematics

Course Number Area of Competence Series 200

Length of Course Variable No. of Credits up to 1 Grade Level(s) 9-12

Prerequisite(s) none Credit by Exam available? Yes X No

Check one:	Alternative Learning Opportunities (check one or more):
X Required	___ Does not Apply
___ Selective	X Independent Study
___ Elective	X Off-Campus Experience
	X Other

Course Overview: Mathematics includes knowledge and skills necessary to solve quantitative problems.

Course Goals: The adult learner will be able to solve commonly encountered quantitative problems.

Common Core Competence Requirements which may be verified in this course:
c1, c2

Indicators of Competence: all starred (*) indicators.

Learning Activities: see all mathematics indicators.

MATHEMATICS (Series 200)

AREAS OF COMPETENCE	INDICATORS OF COMPETENCE
The adult learner will:	
(c1) 201 Be able to use whole numbers, fractions, decimals, and percentages to solve life problems.	* 1. Solve problems using the following mathematical operations: a. Addition b. Subtraction c. Multiplication d. Division
	* 2. Using fractions, solve everyday life problems such as: a. Increase/decrease recipes b. Figure yardage c. Figure lumber
	* 3. Using decimals, solve everyday life problems related to: a. Making change b. Gas mileage c. Averages (i.e., grade point or monthly utilities) d. Gross and net income e. Balancing a checkbook f. Unit prices g. Monthly expenses
	* 4. Using percentages, compute everyday life problems related to: a. Simple interest b. Sale discounts c. Short form income taxes
(c2) 202 Be able to apply English and metric measuring skills to life situations.	* 1. Using the English and metric measurement system, solve everyday life problems related to: a. Carpet needed for a room b. Paint needed for a room or a house c. Lumber needed for a household project

*Required indicators

MATHEMATICS (Series 200)

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE
The adult learner will:		d. Fabric for a household project e. Fencing material needed to fence a yard f. Capacity of a rectangular crate
203	Be able to derive numerical information from commonly used graphs and charts.	1. Given graphs or charts, will interpret information. 2. Given data, will chart or graph and draw conclusions from the information. 3. Given a city bus schedule, will read and interpret in terms of commuting to work.
204	Be able to use simple calculators.	1. Given a random variety of problems, will use the calculator to solve quantitative problems.
205	Be able to solve problems concerning ratio and proportion.	* 1. Given practical ratio and proportion problems, will solve for the unknown (e.g., time, distance, rate; cost unit, cost quantity; price per unit comparisons).

*Required indicator

UNITED STATES HISTORY

PLANNED COURSE STATEMENT

Department Adult High School Program Area(s) of Study U.S. History

Course Title U.S. History

Course Number Area of Competence Series 300

Length of Course Variable No. of Credits up to 1 Grade Level(s) 9-12

Prerequisite(s) none Credit by Exam Available? Yes X No X

Check one:	Alternative Learning Opportunities (check one or more):
X Required	___ Does not Apply
___ Selective	X Independent Study
___ Elective	X Off-Campus Experience
	X Other

Course Overview: The course shall include the study of United States History.

Course Goal: The adult learner will understand the role of a citizen of the nation.

Common Core Competence Requirements which may be verified in this course:
f4, f5, f6, f7, d4

Indicators of Competence: all starred (*) indicators.

Learning Activities: all performance indicators for U.S. History.

U.S. HISTORY (Series 300)

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE	
The adult learner will:			
(f5) 301	Understand the recurring pattern of expansion and growth that have come to characterize the "American Spirit."	* 1.	Relate the pattern of growth and expansion to one of the following: a. The "Colonial Era" b. Immigration c. Territorial expansion as justified by "Manifest Destiny" d. Space exploration
302	Understand American culture as a blend of many cultures.	1.	Choose <u>one</u> of the following: a. Give an example of how a racial/ethnic group has affected America's culture. b. Present a family genealogy and relate that to America as a culturally diverse society.
(f6) 303	Understand the processes of development of various forms of government.	* 1.	What were three reasons the Articles of Confederation were replaced by the Constitution?
		* 2.	Choose <u>one</u> of the following: a. Locate current articles in periodicals with specific application to three "Rights" in the Bill of Rights. Explain how each article applies. b. Choose five specific rights guaranteed by the Bill of Rights and describe how your life would be affected if they did not exist.

*Required indicators

U.S. HISTORY (Series 300)

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE
The adult learner will:		
(f7) 304	Be able to identify causes and effects of the United States entering into a war.	* 1. Choose a war in which the United States has been involved and: a. List three causes of the war. b. List three effects of the war. c. Give a specific example to support each of the causes and effects listed.
305	Understand various changes in United States foreign policy.	1. Choose either a or b. a. From the following list of countries (China, Cuba, Spain, Argentina) choose one, and compare pre-1960 U.S. foreign policy with contemporary U.S. foreign policy toward that country. b. Choose an event from the following list: Spanish-American War World War I World War II Vietnam Conflict, and 1) explain U.S. foreign policy before that conflict 2) compare it to the foreign policy that was adopted because of the war
(f4) 306	Understand the effect of an American historical event on society today.	1. Choose one historical event that has significantly affected our present day, and: a. Give a reason or reasons for your choice. b. Explain in detail what took place (e.g., dates, places, events and people involved).

*Required indicator

AREAS OF COMPETENCE	INDICATORS OF COMPETENCE
	c. Explain the impact on today's society.
The adult learner will:	
(d4) 307 Be able to explain the effects of industrialization in American history.	* 1. Define technology and explain how the application of technology has increased productivity in two different sectors of the economy (e.g., textiles, automobiles, commercial fishing, information processing).
	2. Trace the development of the labor union movement. Include the following in your answer:
	a. Work conditions prior to 1900.
	b. How labor unions helped alter those conditions.

*Required indicator

GOVERNMENT

PLANNED COURSE STATEMENT

Department Adult High School Program Area(s) of Study Government

Course Title Government

Course Number Area of Competence Series 400

Length of Course Variable No. of Credits up to 1 Grade Level(s) 9-12

Prerequisite(s) none Credit by Exam Available? Yes X No

Check one:	Alternative Learning Opportunities (check one or more):
X Required	___ Does not Apply
___ Selective	X Independent Study
___ Elective	X Off-Campus Experience
	X Other

Course Overview: Includes study of structures and functions of government and the human relations skills and understandings necessary for individuals to work productively with each other.

Course Goals: The adult learner will know and be able to accept responsibility in social, economic, and political affairs.

Common Core Competence Requirements which may be verified in this course:
f2, f3, f9, b2, h2

Indicators of Competence: all starred (*) indicators.

Learning Activities: all performance indicators 401-404.

GOVERNMENT (Series 400)

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE
The adult learner will:		
(f2) 401 (f3) (h2)	Understand basic citizenship rights and responsibilities.	* 1. As a citizen, describe your rights to due process (i.e., trial by jury, right to counsel, etc.). * 2. Do one of the following: a. As a property owner, discuss 1) your rights and 2) your responsibilities in <u>one</u> of the following cases: 1) if your property is damaged. 2) your liability for personal injury to others. 3) if your property comes up for zoning or planning. 4) if you want to build on your property. 5) if actions on your property are environmentally damaging. b. As an employee, discuss 1) your rights and 2) your responsibilities in relation to <u>one</u> of the following: 1) the role of state and federal laws. 2) the role of labor unions and professional organizations.

*Required indicators

GOVERNMENT (Series 400)

AREAS OF COMPETENCE	INDICATORS OF COMPETENCE
The adult learner will:	* 3. As a person involved in any <u>two</u> of the following activities, discuss: a. Your rights b. Your responsibilities When you: 1) rent your house/apartment *2) drive or ride in an automobile 3) are a public transit passenger 4) serve on a jury 5) serve in the military 6) are a member of a special interest group.
(f8) 402 Understand the basic structure and function of national, state and local government.	* 1. Discuss the 3 branches of government (executive, legislative and judicial). Include the following: a. Structure b. Responsibilities c. The concept of checks and balances * 2. Explain federal versus states' rights as a continuing issue in American politics. 3. Explain the liberal and conservative views of the function of government.

*Required indicators

GOVERNMENT (Series 400)

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE
The adult learner will:		
(b2) 403	Be able to select and analyze a conflict situation and apply a decision-making process to it.	* 1. Do <u>one</u> of the following: a. Pick a community problem in which you are interested (e.g., unemployment, crime, water shortage, high taxes, pollution). 1) describe the actual problem. 2) what are the main issues and alternatives? 3) what solution would you recommend for this problem? 4) select an agency which you think would best be able to solve the problem. b. Pick a problem at the <u>national</u> level (inflation, crime, energy, minority conflicts, drugs, national debt, relations with nations which are dictatorships, etc.) Write about it just as you would in 403 1a.
		* 2. Write a letter to the appropriate agency/official about one of the problems you have identified.
404	Be able to perform a community service.	1. Provide proof of volunteer service to your community.

*Required indicators

SCIENCE

PLANNED COURSE STATEMENT

Department Adult High School Program Area(s) of Study Science

Course Title Science

Course Number Area of Competence Series 500

Length of Course Variable No. of Credits up to 1 Grade Level(s) 9-12

Prerequisite(s) none Credit by Exam Available? Yes X No ___

Check one:	Alternative Learning Opportunities (check one or more):
X Required	___ Does not Apply
___ Selective	X Independent Study
___ Elective	X Off-Campus Experience
	X Other

Course Overview: The course includes knowledge necessary to survive and grow as an individual in a scientific and technological world.

Course Goals: The adult learner will understand basic science and technology.

Common Core Competence Requirements which may be verified in this course:
d1, d2, d3, g1, g2

Indicators of Competence: all starred (*) indicators.

Learning Activities: all performance indicators 501-508.

SCIENCE (Series 500)

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE
The adult learner will:		
(d1) 501	Be able to analyze the impact of energy sources on personal life.	* 1. Given a list of energy sources (i.e., petroleum, coal, water, natural gas), compare the differences in personal life with an abundance of these energy sources and with a shortage of these energy sources. * 2. List ways energy could be conserved in your environment and what changes this would demand in your life. * 3. Select three alternative sources of energy and explain the positive and negative points of each. a. Wind b. Solar c. Nuclear d. Geothermal e. Oceanic
(d2) 502	Be able to explain principles of selected simple machines.	* 1. Explain and describe examples of three of the following simple machines: a. Wedge b. Lever c. Wheel d. Screw e. Inclined plane f. Pulley

*Required indicators

SCIENCE (Series 500)

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE	
The adult learner will:			
(d3) 503	Be able to interpret the effects of selected technological change on the individual.	* 1.	Relate the effects of the following five medical developments to an individual's health care: a. Polio vaccine b. Flu vaccine c. Open heart surgery d. Identification of a carcinogen e. Birth control pills
		* 2.	Describe an additional recent technological improvement and state its effects on your life.
(g1) 504	Be able to define and interpret our responsibility in the management and preservation of natural resources.	* 1.	Identify three of Oregon's natural resources. Explain what can be done to manage each of them.
		* 2.	Name and describe two governmental agencies concerned with enforcement of environmental laws, rules, and regulations.
		3.	Analyze the debate between conservationists and developers.
(g2) 505	Be able to analyze the effects of population growth upon the environment.	* 1.	List three or more causes of dramatic growth in the world's population.
		* 2.	Explain the relationship between overpopulation and depletion of natural resources.
		* 3.	Describe the effects of population growth on your community.
		4.	List three or more ways population is controlled.
		5.	Identify three types of pollution which may be caused by population growth.

*Required indicators

SCIENCE (Series 500)

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE
The adult learner will:		
506	Understand how the human body functions.	1. List four body systems and: a. List the primary component parts of each system. b. Explain how one system functions. c. Explain how the systems are related to one another.
507	Be able to identify and explain various relationships in the living world.	1. Explain photosynthesis in plants and respiration in animals and the interdependence of plants and animals (the life cycle). 2. Chart a food chain from a given list of organisms.
508	Be able to identify the effect of various natural changes on daily life.	1. Select a natural change (e.g., climate, earthquake, drought, tides, erosion) and identify any significant changes and effects on daily life.
509	Know the structure and changes of matter.	1. Do one of the following: a. Using water as an example, describe the three states of matter and how these states can be changed from one to another. OR b. Study a given list of reactions in which change has occurred, and identify whether the change was physical or chemical. 2. Given a list of substances, label: a. Elements b. Mixtures c. Compounds

SCIENCE (Series 500)

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE
The adult learner will:		
510	Be able to identify the structure and function of a living cell.	1. Given a diagram of a typical plant or animal cell, the student will identify the major parts and their functions. 2. List the requirements for growth and reproduction of cells.
511	Be able to describe how matter moves continuously between the living and the nonliving environment.	1. Do one of the following: a. Given a diagram, describe how carbon, water, nitrogen, and oxygen are cycled between the living and the nonliving environment. OR b. Given the cycling of matter as a topic, discuss why decay is an essential part of the cycling process.
512	Be able to apply the scientific method to problem solving.	* 1. Given a set of objects, describe alternative ways of classifying them. * 2. Given a collection of facts, determine a general statement about the facts, support the statement with the facts presented, and suggest additional information that might be needed to support the statement.

*Required indicators

HEALTH EDUCATION

PLANNED COURSE STATEMENT

Department Adult High School Program Area(s) of Study Health Education

Course Title Health Education

Course Number Area of Competence Series 600

Length of Course Variable No. of Credits up to 1 Grade Level(s) 9-12

Prerequisite(s) none Credit by Exam Available? Yes X No ____

Check one:	Alternative Learning Opportunities (check one or more):
X Required	___ Does not Apply
___ Selective	X Independent Study
___ Elective	X Off-Campus Experience
	X Other

_____

Course Overview: This course includes the knowledge necessary to survive and grow as an individual in both emotional (mental) and physical health.

Course Goals: The adult learner will be able to maintain a physically and emotionally healthy body.

Common Core Competence Requirements which may be verified in this course:
e1, e2, e5, e6, e7, e8, e9, e10 e11, f1, g3

Indicators of Competence: all starred (*) indicators.

Learning Activities: all performance indicators 601-611.

HEALTH EDUCATION (Series 600)

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE	
The adult learner will:			
(e5) 601	Be able to explain how mental and physical health are interrelated.	* 1.	Describe three stress related physical ailments and an effective means of relieving or preventing each.
(e9) 602	Understand the interrelationship of nutrition and good health.	* 1.	Plan one week's menu for breakfast, lunch, and dinner which consists of a recognized balanced diet and is within the financial resources of the family.
		* 2.	State the relationship between diet and each of the following: a. Overweight b. Malnutrition c. Anemia d. Diabetes e. Hypoglycemia f. Underweight
		3.	Explain how nutrition and mental health are related.
603	Be able to maintain good health.	1.	List five possible measures for maintaining good health.
		2.	Write names, addresses, and phone numbers for five health care agencies in your community.
(e6) 604	Know basic safety measures.	* 1.	Survey your own home for safety hazards. Indicate both safe and unsafe practices related to potential: a. Falls b. Fires c. Electrical accidents d. Poisonings from household and garden chemicals Indicate how each unsafe practice may be corrected.

*Required indicators

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE
The adult learner will:		2. Do one of the following: a. Survey your place of work or your school for safety hazards, and assess them. Indicate how each hazard may be corrected. b. Check a car for fire or other safety hazards. Explain effective ways of eliminating them. c. Document successful completion of a "drown proofing" or equivalent course.
(f1) 605	Identify and describe emergency services and facilities in your community.	* 1. Collect information on community resources giving name, address, phone number and services offered by each. Collect the above information for the following emergencies: a. Fire b. Poisoning c. Natural disaster d. Personal injury
(e7) 606	Know the effects of various child rearing practices.	* 1. Do one of the following: a. Describe <u>two</u> different ways of child rearing that demonstrate how parents influence child development. The description should include information about two of the following: 1) behavior 2) relationships among family members 3) self-concept

*Required indicators

HEALTH EDUCATION (Series 600)

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE
The adult learner will:		b. Complete the following: 1) describe your own child- rearing practices or those of your parents. 2) include information on at least 3 problems you encountered. 3) do you think the problems were dealt with effectively and why?
		* 2. Compare different types of family planning practices: their effectiveness and their physical, psychological, financial, and religious implications.
(e8) 607	Know first aid practices.	* 1. Hold a Red Cross First Aid card or equivalent. OR * 2. Describe first-aid techniques and identify emergency agencies (with phone numbers) for each of the following emergencies: The need to: a. Control bleeding b. Give mouth-to-mouth resuscitation. c. Treat burns d. Splint a fracture e. Aid a heart attack victim f. Treat shock g. Treat internal poisoning h. Choking
(e10) 608	Be able to explain the effect of various common drugs (both over the counter and prescribed) on the human body.	* 1. From a list of 15 common drugs, describe the possible beneficial and/or harmful effects of eight.

*Required indicators

HEALTH EDUCATION (Series 600)

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE	
The adult learner will:			
		* 2.	Identify five medications which may be found in the home (prescription and non-prescription) and:
			a. Explain the beneficial effects of each.
			b. Explain and interpret directions for their use.
(e11) 609	Know the relationship between good health and regular health checkups.	* 1.	Do <u>one</u> of the following:
			a. Make a personal or family health care plan for two years including physical, dental and vision care.
			b. Provide a personal record of immunizations, X-rays, and other medical tests.
(g3) 610	Be able to interpret the impact of the physical environment on feelings and behavior.	* 1.	Choose <u>one</u> of the following:
			a. Relate three ways the physical environment (i.e., temperature, sound, light, smell) affects your feelings and behavior.
			b. Describe or document measures you have taken to control, change, or cope with a problem created by a negative physical environment.
(e2) 611	Be able to identify personal, emotional and physical needs.	* 1.	List three of your emotional needs.
		* 2.	List three of your physical needs.
(e1) 612	Be able to identify personal values and goals.	* 1.	List five personal values.
		* 2.	Describe how you uphold, maintain or live by your own values.
		* 3.	Identify two personal short-term goals and one long-term goal. List the steps you would take to reach one of those goals.

*Required indicators

PHYSICAL EDUCATION

PLANNED COURSE STATEMENT

Department Adult High School Program Area(s) of Study Physical Education

Course Title Physical Education

Course Number Area of Competence Series 700

Length of Course variable No. of Credits up to 1 Grade Level(s) 9-12

Prerequisite(s) none Credit by Exam Available? Yes X No ____

Check one:	Alternative Learning Opportunities (check one or more):
X Required	___ Does not Apply
___ Selective	X Independent Study
___ Elective	X Off-Campus Experience
	___ Other

Course Overview: This course helps students develop those qualities essential for participation in physical activities and fitness.

Course Goals: The adult learner will:

a. Understand how physical development is necessary for efficient body functioning.
b. Be able to use leisure time effectively.
c. Be able to develop and maintain physical fitness.

Common Core Competence Requirements which may be verified in this course:
e3, e4

Indicators of Competence: all starred (*) indicators.

Learning Activities: all performance indicators 701-702.

PHYSICAL EDUCATION (Series 700)

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE
The adult learner will:		
(e4) 701	Participate in a physical fitness program or maintain a plan of physical fitness.	* 1. Do one of the following: a. Provide proof that you have followed a plan for physical conditioning that lasted for at least 3 months. (Appropriate documentation of participation includes, but is not limited to, the following: 1) YMCA, 2) YWCA, 3) park programs, 4) recreation centers, 5) individual conditioning program, 6) organized sports, 7) military training.) b. Plan a 6-week program for physical fitness appropriate to your current physical condition. Follow the plan and show improvement on a pre-test/post-test basis.
(e3) 702	Be able to evaluate the benefits of regular physical activity.	* 1. Give 5 examples of activities that contribute to cardiovascular fitness. * 2. Evaluate the importance of regular physical activity. a. explain the physiological impact of physical activity on the body. b. describe 3 benefits gained by regular physical activity.
703	Be able to integrate physical activity with work or leisure time.	1. Discuss various ways a person can get exercise and stay fit when working full time. Give examples. 2. List five community resources available for leisure time physical activities.

*Required indicators

PERSONAL FINANCE AND ECONOMICS

PLANNED COURSE STATEMENT

Department Adult High School Program Area(s) of Study Personal Finance/Economics

Course Title Personal Finance/Economics

Course Number Area of Competence Series 800

Length of Course variable No. of Credits up to 1 Grade Level(s) 9-12

Prerequisite(s) none Credit by Exam Available? Yes X No ____

Check one:

X Required

___ Selective

___ Elective

Alternative Learning Opportunities (check one or more):

___ Does not Apply

X Independent Study

X Off-Campus Experience

X Other

Course Overview: Includes practical application of economics, business principles and laws to consumer decision-making.

Course Goals: The adult learner will be able to function as a consumer of goods and services.

Common Core Competence Requirements which may be verified in this course:
i1, i2, i3, i4, i5, i6, b1, b3

Indicators of Competence: all starred (*) indicators.

Learning Activities: all performance indicators 801-809.

PERSONAL FINANCE AND ECONOMICS (Series 800)

AREAS OF COMPETENCE	INDICATORS OF COMPETENCE
The adult learner will:	
(16) 801 Know the impact of basic economic systems on the individual.	* 1. Describe the following economic systems: a. Free market b. Mixed c. State directed
	* 2. Do the following: a. Define "recession" and describe how it affects you as an employee/ consumer. b. Define "inflation" and describe how it affects you as a consumer in terms of prices, jobs, and profit. c. Define "depression" and describe its relationship to recession in terms of its effect on you as an individual.
(11) 802 Be able to identify, compare and contrast services (including consumer credit) provided by banks, credit unions, and other credit sources.	* 1. Fill out an application form for obtaining credit or show evidence of having applied for credit (credit cards, loan papers, mortgages).
	* 2. List services provided by three of the following: a. Bank b. Savings and loan c. Credit union d. Private loan company e. Credit card

*Required indicators

PERSONAL FINANCE AND ECONOMICS (Series 800)

AREAS OF COMPETENCE	INDICATORS OF COMPETENCE
The adult learner will:	* 3. Do one of the following: a. From two alternate sources of credit to finance a purchase, list: 1) rate an amount of annual interest from each credit source. 2) collateral requirement from each. 3) down payment requirement of each. 4) time limit on loan and penalty for late payment of each. 5) co-signer requirement and responsibility of each. Based on the information you collected above, determine which source of credit would be best for financing a particular purchase and why. b. Present evidence of having secured a loan from two types of financial institutions and list one instance when it would make the most financial sense to use a service provided by each of the following: 1) bank 2) savings and loan 3) credit union 4) private loan company * 4. Present a method for solving each of the following credit problems: a. Poor or no credit rating b. Debt repayment c. Incorrect credit record

*Required indicators

PERSONAL FINANCE AND ECONOMICS (Series 800)

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE
The adult learner will:		
(14) 803	Be able to define and understand payroll deductions and terminology.	* 1. Using a paycheck stub, explain the services or benefits of each deduction. * 2. Do the following: a. Identify social security benefits currently available for widows and orphans, and retirees. b. Discuss current issues that may affect the future of social security benefits.
804	Understand principles of taxation.	* 1. Predict the effects of different types of taxation on specific situations. * 2. Relate the consequences of increased taxation to spendable income. * 3. Compute taxes using a tax table and other appropriate information.
(13) 805	Be able to plan a realistic budget based on income and needs.	* 1. Do one of the following: a. Prepare a monthly budget based on a simulated or real family's current income. b. Show evidence of having maintained a budget for 3 months. * 2. Create a financial plan that provides for two of the following situations: a. A college education b. Having a child c. Retirement d. Buying a car e. Medical care

*Required indicators

PERSONAL FINANCE AND ECONOMICS (Series 800)

AREAS OF COMPETENCE	INDICATORS OF COMPETENCE
The adult learner will:	
(b3) 806 Understand how the consumer's decision to buy may be affected by direct and indirect forces.	* 1. From an advertisement, explain the persuasive techniques used to encourage buying. * 2. Distinguish between legal and illegal practices in the following situations: a. Close outs b. Loss leaders c. End-of-the-year sales d. Bait and switch e. Warehouse sales f. Trading up * 3. List three practices used in effective shopping.
(b1) 807 Apply a decision-making process to problems related to life experiences.	* 1. Illustrate the application of one of the decision-making processes for a problem related to comparative shopping. The process should include the following elements: a. State the problem. b. Determine the alternatives. c. Examine the consequences of each alternative. d. Choose an alternative. e. Accept responsibility for the decision.
(i2) 808 Understand types of insurance for individual and family needs.	* 1. Do <u>one</u> of the following: a. Select a type of insurance which might be appropriate for your individual and/or family needs (example: automobile insurance or health insurance). Compare similar plans of two different insurance companies. Decide which plan is best suited to the individual's situation and explain why.

*Required indicators

PERSONAL FINANCE AND ECONOMICS (Series 800)

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE
The adult learner will:		b. Present evidence of having secured two types of insurance (i.e., medical, life, auto, etc.), and give basic reasons for and against purchasing insurance. 2. Match terms and definitions from a given list of terms common to insurance contracts.
(15) 809	Be able to file a consumer complaint regarding goods and/or services.	* 1. Present supporting evidence related to a complaint including: a. A clear statement of your complaint in letter form. b. Notes on the circumstances surrounding the complaint. c. Receipts, estimates, contracts, other items in support of your claim. d. A consumer law that applies. e. What action you expect and from whom. Or provide proof of having completed the above. * 2. Identify three sources that could help with consumer complaints.

*Required indicators

CAREER DEVELOPMENT

PLANNED COURSE STATEMENT

Department Adult High School Program Area(s) of Study Career Development

Course Title Career Development

Course Number Area of Competence Series 900

Length of Course variable No. of Credits up to 1 Grade Level(s) 9-12

Prerequisite(s) none Credit by Exam Available? Yes X No _____

Check one:	Alternative Learning Opportunities (check one or more):
X Required	___ Does not Apply
___ Selective	X Independent Study
___ Elective	X Off-Campus Experience
	X Other

Course Overview: The course includes occupation cluster programs, special vocational programs, career guidance activities, career exploratory activities, work-related community experiences, and career activities carried out in recognized disciplines. It also includes learning experiences that enable students to make career choices and develop attitudes, knowledge, and skills needed for the producer (occupational) life role, and for related aspects of other life roles. It includes awareness and exploration of work preparation for occupations--and specialized preparation in a specific occupation.

Course Goals: The adult learner will be able to make appropriate career decisions.

Common Core Competence Requirements which may be verified in this course:
j1, j2, j3, j4, j5, j6, j7

Indicators of Competence: all starred (*) indicators.

Learning Activities: all performance indicators 901-907.

CAREER DEVELOPMENT (Series 900)

The career development requirements for credit and competence should provide adults with opportunities to evaluate previous experience, explore aptitudes and interests in-depth, and make tentative decisions in keeping with their career goals.

One may conclude that adults with a history of full or part-time work experiences have actually demonstrated competences "imbedded" in that life experience; e.g., 905.1 "Complete one job application form," as a function of securing the job. It is important to address the intent of this competence series to enhance the adult learners' understanding of and preparation for work and continuing career development.

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE	
The adult learner will:			
(j1) 901	Be able to identify personal career interests and skills.	* 1.	Analyze previous work experience and/or potential career skills.
		* 2.	List agencies which provide various kinds of career testing within the community.
		* 3.	Take a job interest inventory or Career Information Systems (CIS) inventory.
(j2) 902	Be able to locate information about personal career choices available in the community.	* 1.	Locate career training programs in your community.
		* 2.	Assess the availability of jobs which match your interests and skills.
(j3) 903	Compare various careers within a field.	* 1.	Choose a career field and analyze two different jobs within that field (medical technician/medical secretary).
(j4) 904	Be able to apply decision-making skills in job selection.	* 1.	Complete an exercise in matching personal skills and interests with job requirements.
(j5) 905	Be able to prepare material for a job application and plan for an interview.	* 1.	Complete one job application form.
		* 2.	Write a letter of application for a job.

*Required indicators

CAREER DEVELOPMENT (Series 900)

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE
The adult learner will:		* 3. Write a personal resume.
		* 4. Write a request for a letter of reference.
		* 5. Prepare interview questions to clarify expectations of both employee and employer.
		* 6. Identify the dress and grooming requirements for the interview.
(J6) 906	Know employee/ employer expectations.	* 1. Do the following: List three employer expectations of an employee and three employee expectations of an employer.
		* 2. Identify three reasons why people lose jobs.
(J7) 907	Understand conditions which affect career adjustments and/or changes throughout a lifetime.	* 1. Choose one technological, social, governmental, or economic change and explain how it may affect a particular career.
		* 2. Describe a personal change (i.e., health, life role, marriage, divorce) that might affect a particular career.
		* 3. Choose two laws from the categories below which currently protect employees in the workplace; listing the conditions before and after the passage of the laws. a. Minimum wages and hours of work b. Employment of minors c. Safety and health requirements d. Equal opportunity

*Required indicators

GLOBAL STUDIES

PLANNED COURSE STATEMENT

Department Adult High School Program Area(s) of Study Global Studies

Course Title Global Studies

Course Number Area of Competence Series 1000

Length of Course variable No. of Credits up to 1 Grade Level(s) 9-12

Prerequisite(s) none Credit by Exam Available? Yes X No ____

Check one:	Alternative Learning Opportunities (check one or more):
X Required	___ Does not Apply
___ Selective	X Independent Study
___ Elective	X Off-Campus Experience
	X Other

Course Overview: The course shall include the studies of world history, culture, and geography.

Course Goals: The adult learner will be a citizen of the international community.

Common Core Competence Requirements which may be verified in this course:
k1, k2, k3, k4, k5, h1

Indicators of Competence: all starred (*) indicators.

Learning Activities: all performance indicators for Global Studies.

GLOBAL STUDIES (Series 1000)

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE
The adult learner will:		
(k1) 1001	Know how to use maps and globes.	* 1. Using a map or globe, do the following: a. Identify five countries and the continent on which each is located. b. List three of the following for each country chosen: 1) major rivers 2) mountain ranges 3) population centers 4) neighboring countries 5) capital city
		* 2. Compare a pre-WWII map of Africa or Europe with a contemporary map of the same area. Note changes in political boundaries.
(h1) 1002	Use a travel-related map.	* 1. Given a local map, chart the most efficient course from your home to school, making stops at one of the following: a. Library b. Police station c. Employment office
1003	Understand developments in international relations.	1. Select an international organization, e.g., International Monetary Fund, United Nations, International Court of Justice, etc. Identify a primary function of that organization, and give evidence of how it is fulfilling its functions.
		2. Do two of the following: a. Describe "cold war." b. Describe "nuclear arms race." c. Define "cartel." Describe how a cartel might affect you.

*Required indicators

GLOBAL STUDIES (Series 1000)

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE
The adult learner will:		
(k2) 1004	Understand various world religions and their effect on culture.	* 1. Choose <u>two</u> of the following religions and describe how those belief systems influence political and social behavior. a. Islam b. Judaism c. Christianity d. Buddhism e. Hinduism 2. Choose an important historical event and explain how religious beliefs affected the event.
(k3) 1005	Be able to describe cultural differences.	* 1. Complete <u>one</u> of the following: a. Describe what the word "culture" includes when used to identify a group of people. b. Describe a "culture" different from your own in terms of two of the following: 1) marriage practices 2) family living 3) adolescence 4) employment practices 5) sex roles
(k4) 1006	Know basic differences in political/economic practices.	* 1. Define the following political/economic practices: a. Democracy b. Communism c. Fascism d. Socialism * 2. List a country where each is practiced.

*Required indicators

GLOBAL STUDIES (Series 1000)

AREAS OF COMPETENCE	INDICATORS OF COMPETENCE
The adult learner will:	
(k5) 1007 Understand what "third world" means.	* 1. Define "third world." 2. What are two ways in which industrialized nations are trying to affect change in third world countries? 3. What are two ways in which third world countries are trying to change their political and economic status internationally? 4. Relate the role of poverty, starvation, and powerlessness on actions taken by "third world" countries, i.e., revolution, political unrest, etc.

*Required indicator

FINE ARTS

PLANNED COURSE STATEMENT

Department Adult High School Program Area(s) of Study Fine Arts

Course Title Fine Arts

Course Number Area of Competence Series 1100-1

Length of Course variable No. of Credits up to 1 Grade Level(s) 9-12

Prerequisite(s) none Credit by Exam Available? Yes X No ____

Check one:	Alternative Learning Opportunities (check one or more):
X Required	___ Does not Apply
___ Selective	X Independent Study
___ Elective	X Off-Campus Experience
	X Other

Course Overview: The course includes instruction in a specific art form or instruction in the appreciation of various art forms: e.g., art, music, visual arts, drama, dance appreciation.

Course Goals: The adult learner shall participate in or be able to appreciate artistic endeavors.

Common Core Competence Requirements which may be verified in this course:
11, 12, 13, 14

Indicators of Competence: all starred (*) indicators.

Learning Activities: all performance indicators for 1102-1104.

FINE ARTS (Series 1101-1)

AREAS OF COMPETENCE	INDICATORS OF COMPETENCE
The adult learner will:	
(11) 1101 Be able to participate in fine arts.	* 1. Do one of the following and document appropriately. (Appropriate documentation includes, but is not limited to, the following: a) opinion/assessment from expert in the field, b) awards, c) certificates, d) ribbons, e) newspaper articles, f) performance programs.) a. Exhibit your own artistry in a public place, for example, local fair, library, public markets. b. Play a musical instrument, sing, or compose music. c. Participate in drama, dance or mime, or other theatre arts.
	OR ALL OF THE FOLLOWING
(12) 1102 Be able to appreciate visual arts.	* 1. Select an art object that is visually appealing to you. Using three of the following, describe why it is appealing. a. Mood b. Shape c. Texture d. Color e. Medium f. Other significant features * 2. View an art exhibit and react orally or in writing to a specific object, or the exhibit in general.

*Required indicators

FINE ARTS (Series 1101-1)

AREAS OF COMPETENCE		INDICATORS OF COMPETENCE
The adult learner will:		
(13) 1103	Be able to appreciate music.	* 1. Listen to a recorded or live musical performance. Using three of the following, describe why it is appealing. a. Rhythm b. Melody c. Harmony d. Form e. Timbre f. Mood created by music * 2. List music that would be appropriate in 3 of the following situations and explain your selection: a. Wedding b. Funeral c. New Year's Eve party d. 50th wedding anniversary e. High school graduation party f. Other
(14) 1104	Be able to appreciate theatre.	* 1. Attend a drama, dance, or mime performance. Describe your impressions using details about characterization, scene changes, lighting, sound effects, and staging. a. What feelings did the performance arouse in you? b. Which part of the performance made the most lasting impression and why? c. What changes, if any, could have been made to improve the performance?

*Required indicators

APPLIED ARTS

PLANNED COURSE STATEMENT

Department Adult High School Program Area(s) of Study Applied Arts

Course Title Applied Arts

Course Number Area of Competence Series 1100-m

Length of Course variable No. of Credits up to 1 Grade Level(s) 9-12

Prerequisite(s) none Credit by Exam Available? Yes X No

Check one:	Alternative Learning Opportunities (check one or more):
X Required	___ Does not Apply
___ Selective	X Independent Study
___ Elective	X Off-Campus Experience
	X Other

Course Overview: The course will include the design and fabrication of functional objects or the acquisition of practical skills.

Course Goals: The adult learner will be able to create a marketable object or apply practical skills in a home, community or occupational setting.

Common Core Competence Requirements which may be verified in this course:
m1, m2

Indicators of Competence: all starred (*) indicators.

Learning Activities: all performance indicators for 1105 and 1106.

APPLIED ARTS (Series 1100-m)

AREAS OF COMPETENCE	INDICATORS OF COMPETENCE
The adult learner will:	
(m1) 1105 Be able to design and fabricate an object that would demonstrate craftsmanship.	* 1. List the steps taken in making the product. * 2. Describe any problems you had making the product and how you solved them. * 3. Provide an appropriate number of objects and/or designs for evaluation. 4. Using the vocabulary specific to your field, discuss the fabrication of your project with a qualified evaluator. OR
(m2) 1106 Demonstrate or provide evidence of a practical skill which is marketable.	* 1. Demonstrate or provide evidence of skills in business education, home economics, industrial arts or vocational education.

*Required indicators

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FOREIGN LANGUAGE

PLANNED COURSE STATEMENT

Department Adult High School Program Area(s) of Study Foreign Language

Course Title Foreign Language

Course Number Area of Competence Series 1100-n

Length of Course variable No. of Credits up to 1 Grade Level(s) 9-12

Prerequisite(s) none Credit by Exam Available? Yes X No

Check one:	Alternative Learning Opportunities (check one or more):
X Required	___ Does not Apply
___ Selective	X Independent Study
___ Elective	X Off-Campus Experience
	X Other

Course Overview: The course will include instruction in a language other than English.

Course Goals: The adult learner will be able to speak and/or write in a language other than English.

Common Core Competence Requirements which may be verified in this course:
n1, n2, n3, n4

Indicators of Competence: all starred (*) indicators.

Learning Activities: all performance indicators for 1107-1110.

FOREIGN LANGUAGE

Student may choose to demonstrate competence in the foreign language using either written skills or spoken skills. (1107 and 1108 or 1109 and 1110.)

AREAS OF COMPETENCE	INDICATORS OF COMPETENCE
The adult learner will:	
(n1) 1107 Be able to apply the active listening process.	* 1. Listen to a set of simple directions and perform the steps in order. * 2. Listen to a short (no longer than 2-minutes) selection and answer questions about the selection.
(n2) 1108 Be able to speak in a manner that is correct and appropriate in life situations.	* 1. In an oral presentation, outline in chronological order the steps necessary to complete a simple task. * 2. Simulate a telephone conversation using one of the following situations: a. Make an appointment. b. Report a fire in your home. c. Summon medical help for your neighbor.

For each of the written competencies, students may use a dictionary and must use correct usage, spelling and punctuation. Ninety percent accuracy is suggested.

(n3) 1109 Be able to read material in daily life comparable in difficulty to a local newspaper.	* 1. Read a short passage (e.g., newspaper article). In your own words, list the important facts brought out in the passage. Include the following: a. Who b. Where c. When d. How e. What

*Required indicators

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FOREIGN LANGUAGE (Series 1100-n)

AREAS OF COMPETENCE	INDICATORS OF COMPETENCE
The adult learner will:	
(n4) 1110 Be able to write in a manner that is correct and appropriate in a variety of situations.	* 1. Write one of the following: a. A note to a co-worker to arrange a meeting. b. A note to a friend or relative to explain a problem or to issue an invitation. c. A note to your child's teacher explaining why the child was absent from school.

*Required indicator

ELECTIVES

OVERVIEW OF ELECTIVE CREDITS

Nine of the twenty-one credits that are required for a diploma are elective. Therefore, a well-developed plan for accumulating these numerous credits is important, especially to the adult who is not aware of the broad array of electives available. The adult may use these electives to explore various areas of personal interest while gaining a broader understanding of many subjects. Conversely, an adult may use electives to develop a specialized career area while earning dual credits: Adult High School and Community College credits for the same educational experience.

The specialized career option could include not only community college courses, but also credits from work experience and other life skills assessment. In the same way college-bound students may choose an academic option for electives, either through a specific community college program (i.e., history) or a general program crossing disciplines (i.e., social science, humanities, or liberal arts).

Some students may choose to fulfill electives through a focus on community service. They may collect documentation of life experience in community leadership roles (i.e., Chamber of Commerce president, scout leader, Little League coach, fund drive chair). Other students may document other community service areas (i.e., tutor, nursing home volunteer, committee member).

Students may document creative talents in the arts and take additional courses or lessons to develop a speciality.

Some students may develop their own course proposals to fit special interests and needs developing out of their experience, maturity, creativity and life goals.

An adult may be interested in becoming an automobile mechanic. Electives in an automotive technology curriculum may be chosen. The adult would be earning a diploma and gaining job skills at the same time.

Elective credits are earned and documented by the same means as required credits. Course work may be taken, work experiences verified, life experiences and competencies assessed, and objective tests taken in accordance with local policy.

Often students will come to the Adult High School Diploma Program with several of the nine electives completed. These credits may have been earned through the student's former high school or community college. They may already have earned credit in the Life Experience area in this program. Elective options need to be carefully designed in terms of the goals of the adult learner.

APPENDIX

OAR 581-42-005
General Authority

(1) The State Board of Education or a representative of the Department of Education authorized to act for the State Board has responsibility for approval of community college course and curriculum offerings including additions, deletions, or changes (ORS 341.425(1)). State funds are available for vocational and technical education, lower-division collegiate, and approved other education courses (ORS 341.625(2)).

(2) Pursuant to ORS 341.465, the State Board of Education authorizes community college district boards of education, established under ORS 341.005-351.950, to issue certificates and associate degrees as an indication of satisfactory completion of courses of study offered by the community colleges.

(3) The State Board authorizes community colleges to award the following degrees:
   (a) Associate in Arts;
   (b) Associate in Science; and
   (c) Associate in Applied Science. Requests for approval of other associate degrees must be submitted to the State Board through the Department of Education, Division of Community Colleges and Career Education.

(4) Associate degree requirements should, as a minimum, include the following:
   (a) Total term units;
   (b) Special requirements such as general education courses; and
   (c) Minimum grade average or academic achievement. Such requirements shall be approved by the community college board and be included in the institution catalog.

(5) Adult High School Diploma Plans: Community colleges are authorized to award Adult High School Diplomas to persons exempt from compulsory school attendance who meet the graduation requirements of the State Standards for Public Schools.
   (a) **Filing a Plan** Adult High School Diploma instructional plans are to be filed with the Oregon Department of Education, Community College Division. The filing process shall be complete when the plan has been approved by the Associate Superintendent for the Community College Division, on behalf of the State Superintendent of Public Instruction:
      (A) Each plan shall be organized around and address every section of the plan requirements as outlined in this rule; and
      (B) The Associate shall have the option of scheduling on-site visits to adult diploma programs as part of the plan approval process.
   (b) **The Adult High School Curriculum** The plan shall include:
      (A) A description of the scope of the program; i.e., applicable courses, avenues of alternative learning and types of life experience available to meet Adult High School Diploma requirements for graduation;
      (B) A list of credits required to earn a diploma, with a minimum of twenty-one units of credit as stipulated in OAR 581-22-316(1)(a);
      (C) Elective opportunities. The number of electives (as well as the total number of credits beyond the minimum in the required areas) is determined by district board action, as governed by OAR 581-22-316(1)(c), and evidence of this board action must be filed with the plan;

(D) Statements describing equivalent work without regard to the 130 clock hour requirements shown in OAR 581-22-102(29). Since adults are exempted from seat time requirements, credit shall be awarded based on knowledge, skill and life experience which are considered equivalent generally to those experiences provided through a regular secondary school program. Procedures for determining "equivalency" shall be the responsibility of the community college board;

(E) A general planned course statement for each required area, for elective areas, and for courses designed specifically for high school level subjects. However, individual planned course statements are not required for every applicable community college course and alternative experience;

(F) Reference to any Adult High School Diploma courses which have received special approval from the Department of Education;

(G) A list, adopted by the local board, of skills to be mastered and the performance indicators used to demonstrate competence, as required for the areas listed in OAR 581-22-318(2). Programs relying on demonstrated competence in life-skill areas as integral toward meeting both credit and competence requirements shall identify and include all such areas of competence, and clearly describe the measures used to demonstrate the attainment of that competence.

(c) **Student Services** The plan shall describe:

(A) The provisions made for student orientation, including services offered, procedures, and materials employed;

(B) Student admission requirements, including:

(i) Age requirements,

(ii) Compulsory attendance release requirements,

(iii) Regulations for both residents and nonresidents,

(iv) Requirements, if any, concerning the maximum number of credits and areas of competence which can be transferred into the program, and

(v) Any additional admission requirements at the local level;

(C) Student advisory services, including:

(i) Orientation of new students,

(ii) Student program planning documents,

(iii) Monitoring student progress, and

(iv) Assisting students with academic, career and personal planning; and

(D) **Administration** Student assessment practices and procedures, including:

(i) Determining student entry-level placement,

(ii) Evaluation and recommendation of credit awards (i.e., transcripts, life experience, competence), and

(iii) Providing assessment information as necessary for inclusion in student records and/or portfolios.

(d) The plan shall describe:

(A) Services and procedures in the area of program administration, including information on:

(i) Program planning, implementation and evaluation,

(ii) Internal and external program coordination,

(iii) Procedures for providing public information,

(iv) Inservice for all personnel involved in the adult diploma program, and

(v) Budgeting procedures.

(B) The procedures used in certification of student achievement and awarding of credentials. When establishing these procedures, the curricular content of the secondary school programs in the community college's district shall be considered;

(C) Educational program management functions. Services and procedures are to be listed in the areas of:
  (i) Curriculum design, and
  (ii) Instructional program; and

(D) Procedures and services, as well as the forms utilized for student records. Areas to be described include:
  (i) The establishment, maintenance and security of students records,
  (ii) Enrollment and attendance data, and
  (iii) Transcript and portfolio information.

Statutory authority: ORS Ch. 341.

Graduation Requirements

581-22-316 Each district school board with jurisdiction over high school programs shall award diplomas to all students who fulfill all school district requirements and all state requirements as described in the following sections and in district school board policies. A school district may award an alternative document to a student who has met some but not all of the graduation requirements.

(1) Unit of Credit Requirements

(a) Each student shall earn a minimum of 21 units of credit to include at least:

(A) Language Arts—3 (shall include the equivalent of 1 unit in Written Composition)

(B) Mathematics –1

(C) Science—1

(D) U.S. History—1

(E) Global Studies—1

(F) Government—1/2

(G) Health Education—1

(H) Physical Education—1

(I) Career Development—1/2

(J) Personal Finance and Economics—1

(K) Applied Arts, Fine Arts or Foreign Language—1 (one unit shall be earned in any one or a combination).

(b) A district school board with a three-year high school may submit through the waiver process alternative plans to meet unit requirements.

(c) A district school board may increase the number of units required in specific areas, and may increase or decrease the number of elective units; however, the total units of credit required for graduation shall not be less than 21.

(d) A school district may grant high school credit for experiences prior to the ninth grade which are equivalent to high school courses within the school district; however, the granting of such credit cannot reduce below 21 the units of credit to be completed in grades 9 through 12.

(e) Planned course statements shall be written for courses in grades 9 through 12 and shall be available to students, staffs, parents, the district school board and other interested individuals.

(2) Competence Requirements

(a) Each student shall demonstrate competence in:

(A) Reading

(B) Writing

(C) Mathematics

(D) Speaking

(E) Listening

(F) Reasoning.

(b) Student competence:

(A) Shall be verified by measurement of student knowledge and skills or measurement of student ability to apply that knowledge and skill;

(B) May be verified through alternative means to meet individualized needs; however, the school district's standard of performance must not be reduced; and

(C) When verified in courses, shall be described in planned course statements; challenge tests and/or other appropriate procedures for verification of competence assigned to courses must also be available.

(c) In developing curriculum and criteria for verification, school districts should be guided by levels of performance required in life roles.

(d) Competence in reading, writing, mathematics, speaking, listening and reasoning shall be recorded on students' high school transcripts. Competence, when verified prior to grade 9, shall be recorded on high school transcripts.

(3) Attendance Requirements

(a) Twelve school years shall be required beginning with grade 1, except when the school district adopts policies providing for early or delayed completion of all state and school district credit and performance requirements.

(b) The district school board may adopt policies for alternative learning experiences, such as credit by examination and credit for off-campus experiences.

(c) With any modification of the attendance requirements for graduation, school district staff shall consider age and maturity of students, access to alternative learning experiences, performance levels, school district guidelines and the wishes of parents or guardians.